Title of Instructional Materials: McMillan McGraw-Hill

Grade Level: Grade 2

Summary of McMillan McGraw Hill

Overall Rating: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Familiar format with individual units--easy flow for various school curriculums and curriculum mapping. Each unit is separate to allow for flexibility. Student management of sequence of curriculum is a concern.	Important Mathematical Ideas: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Positive flow with the vertical alignment. It connected with the prior knowledge and what students know coming into 2nd grade.
Skills and Procedures: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:**	Mathematical Relationships: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Excellent vertical alignment and connections among mathematical concepts are strong.

1. Make sense of problems and persevere in solving them.	
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence: It was not consistent.	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

2. Reason abstractly and quantitatively.	
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits o creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

3. Construct viable arguments and critique the reasoning of others.	
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

4. Model with mathematics.	
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

5. Use appropriate tools strategically.	
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

6. Attend to precision.	
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

7. Look for and make use of structure.	
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 °— 8 equals the well-remembered 7 °— 5 + 7 °— 3, in preparation for learning about the distributive property. In the expression $x2 + 9x + 14$, older students can see the 14 as 2 °— 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

8. Look for and express regularity in repeated reasoning.	
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x2 + x + 1)$, and $(x - 1)(x3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Operations and Algebraic Thinking*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** It was weak in problem solvin g, but it had various strategies.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Operations and Algebraic Thinking*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.OA.2**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Problem solving was a bit weak, but better than first grade.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Operations and Algebraic Thinking*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.OA.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Difficulty finding where numbers were paired, however, was found in daily routine sections.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Operations and Algebraic Thinking*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.OA.4**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Focused on arrays, and that is a postive way to transition. Connection between multiplication and division is good.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.1a**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Problem solving continues to be weak.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.1b**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Place value is very strong. They explored place value as related to +, -, X, and /.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.2**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Isolation between concepts, but was covered.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.4**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.5**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Commutative, associative ,and zero property were discussed.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.6**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** I did not see 4 2-digit problems. There were times when there were 3.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.7**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Maps and grids
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.8**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Not well developed mental math.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.9**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Let students use a couple different strategies and why they make sense with each other.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.1**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Began with non-standard units and went on to standard units.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.2**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Weak; lacking various measures.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☒3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.4**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Good job with basic measurement.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.5**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Only one page covered.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.6**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** More would have been better.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.7**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Well covered.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.8**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Students had to write out their counting of money.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.9**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.10**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Geometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.G.1**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Traditional approach, not exploratory.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Geometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.G.2**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Not found
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Geometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.G.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Very traditional
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Math Connects Gr. 2

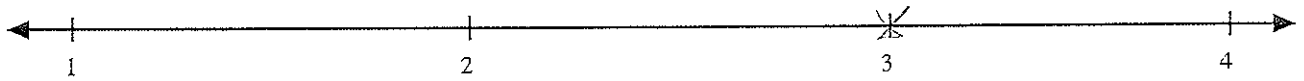
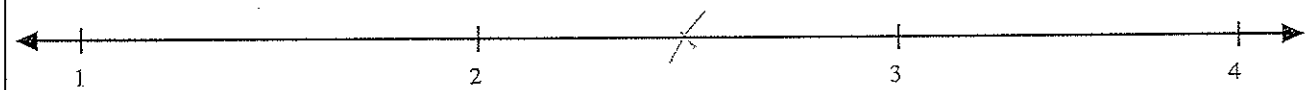
Important Mathematical Ideas: Understanding the scoring

	Superficially Developed ← → Well Developed	
Development	1 — 2 — 3 — 4	
	Important mathematical ideas are alluded to simply or are missing, approached primarily from a skill level, or provided for students outside any context.	Important mathematical ideas are evident, conceptually developed, and emerge within the context of real-world examples, interesting problems, application situations, or student investigations.
Connections	1 — 2 — 3 — 4	
	Important mathematical ideas are developed independently of each other (i.e., they are discrete, independent ideas).	Important mathematical ideas are developed by expanding and connecting to other important mathematical ideas in such a way as to build understanding of mathematics as a unified whole.
Rigor and Depth	1 — 2 — 3 — 4	
	Important mathematical ideas are applied in routine problems or in using formulated procedures, and are extended in separate / optional problems.	Important mathematical ideas are applied and extended in novel situations or embedded in the content, requiring the extension of important mathematical ideas and the use of multiple approaches.

Skills and Procedures:
Understanding the scoring

	Superficially Developed ← → Well Developed
Development	1 — 2 — 3 — 4 Skills and procedures are the primary focus, are developed without conceptual understanding, and are loosely connected to important mathematical ideas — important mathematical ideas are adjunct. Skills and procedures are integrated with important mathematical ideas and are presented as important tools in applying and understanding important mathematical ideas.
Connections	1 — 2 — 3 — 4 Skills and procedures are treated as discrete skills rarely connected to important mathematical ideas or other skills and procedures. Skills and procedures are integrated with—and consistently connected to—important mathematical ideas and other skills and procedures.
Rigor and Depth	1 — 2 — 3 — 4 Skills and procedures are practiced without conceptual understanding outside any context, do not require the use of important mathematical ideas, and are primarily practiced in rote exercises and drill. Skills and procedures are critical to the application and understanding of important mathematical ideas, and are embedded in problem situations.

Mathematical Relationships: Understanding the scoring

	Superficially Developed			Well Developed
Development	 Mathematical relationships are not evident, and mathematics appears as a series of discrete skills and ideas.			Mathematical relationships are evident in such a way as to build understanding of mathematics as a unified whole.
Connections	Mathematical relationships are not required of students or are used primarily to provide a context for the practice of skills or procedures — words wrapped around drill.			Mathematical relationships are integrated with important mathematical ideas, and are integral in required activities, problems, and applications.
Rigor and Depth	 Mathematical relationships require the use of skills and procedures, but rarely require the use of any important mathematical ideas or connections outside mathematics.			Mathematical relationships require the broad use of mathematics and integrate the need for important mathematical ideas, skills, and procedures, as well as connections outside mathematics.

place value to 1000 # patterns (100 Chart) compare # s order # s

2

prob of day — thinking not required for all

P.S. p 42 39A 33A # line base 10 blocks estimation
272 17A 21A 15A good mult cubes dominoes triangle facts
add 3 # s (1-digit) 3-digit 2 strategies missing #
p 55 Comm Prop. p 73 Assoc Prop fact families
89A Zero Prop

bar graphs, tables, tallies pictographs
estimating sums, dif w/regrouping check by adding
use "regroup" instead of borrow (183)
money + and — counting $ count money by value 216
digital/analog clocks to 5 min thermometer connected to data
fractions — of a group dif shapes to twelfths
combine shapes to make new shape vertices faces edges 2D 3D
?. coordinate graphs
area cm ruler in ruler non-standard units
grams kg oz lbs liters ml cups" gal
model mult & div — equal groups arrays repeated addition

traditional approach

(2)

2nd

Reviewed By: [redacted]

Title of Instructional Materials: Macmillan McGraw

McGraw Hill

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

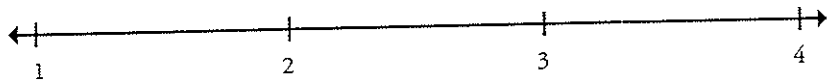
Like ISTEP Practice

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

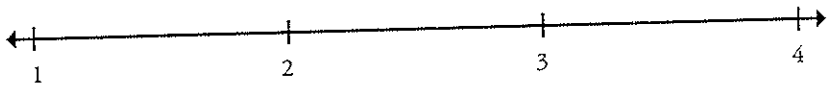
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



2nd

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects Grade 2

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

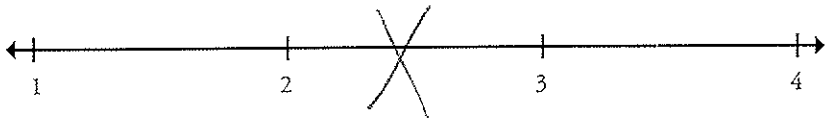
Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 2, 6, & 10

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 3, 6, 8, 14

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

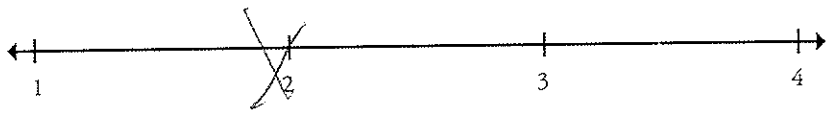
Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 2, 4, 46

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 1, 5, 7, +10

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 3, 6, 11, 414

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

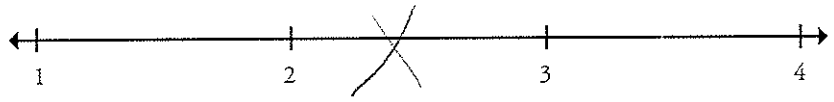
Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 2, 4, 5, & 14

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

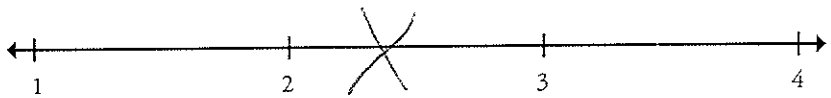
Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 2, 5, 11, + 15

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 1, 3, +7

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

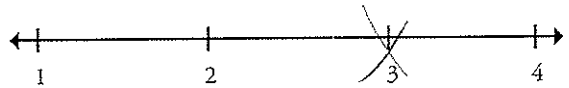
Summary/Justification/Evidence

Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

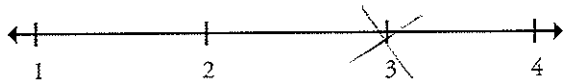
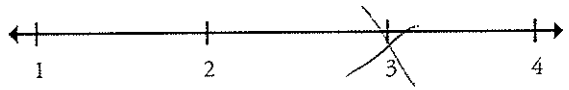
MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Represent and solve problems involving addition and subtraction.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1] 1 See Glossary, Table 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapters 5 & 6 Student Book pages 147-159; 179-199	Important Mathematical Ideas Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Add and subtract within 20.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.2 Fluently add and subtract within 20 using mental strategies.[1] By end of Grade 2, know from memory all sums of two one-digit numbers. 1 See standard 1.OA.6 for a list of mental strategies. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapters 2 & 3 St. pages 57-71; 87-97; 101-103	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Work with equal groups of objects to gain foundations for multiplication.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** CCSS Lesson 1 pg 5-6	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Very limited instruction & practice Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Work with equal groups of objects to gain foundations for multiplication.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** CCSS Supplemental Lesson #2 Page 7 of 8	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Very limited instruction + practice Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.1a 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 10 St. page 313–320	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

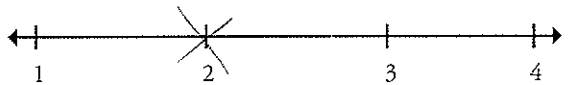
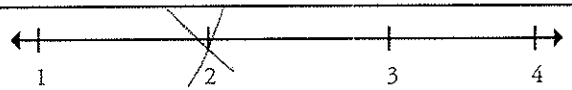
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.1b 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 10 CCSS Lesson 10 page 9 + 10	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited guided instruction Overall Rating: 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

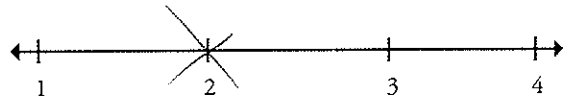
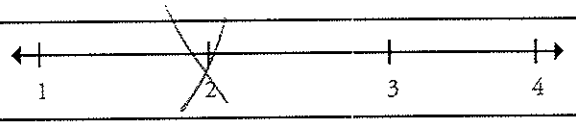
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. Chapter 1 - lesson 10 Chapter 10 - lesson 9	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instruction + reinforcement
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

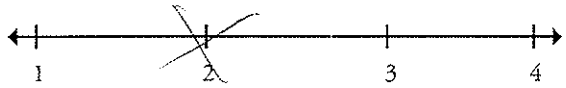
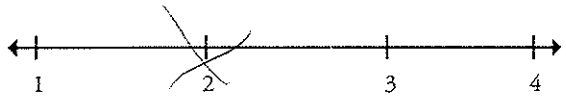
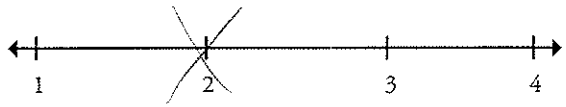
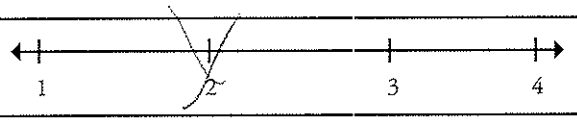
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 10, lesson 5	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): limited instruction
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

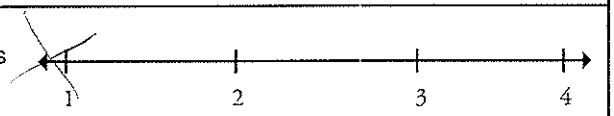
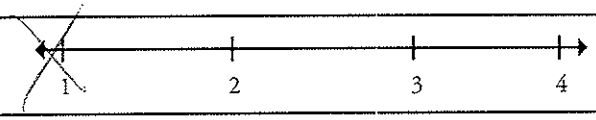
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 10, lesson 7	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instruction Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

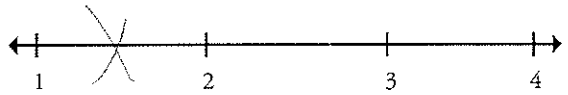
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 2 - lesson 1	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): limited instruction
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

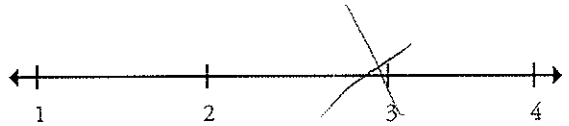
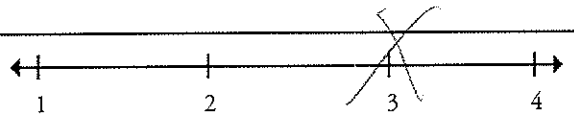
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 5, lesson 5	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instr. materials Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 14 (throughout) St. pgs 439-459	Important Mathematical Ideas Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 14 - lesson 14.6	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Limited practice
	Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

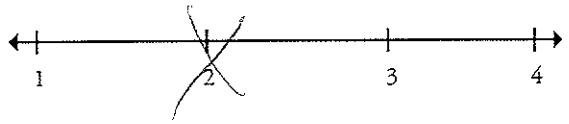
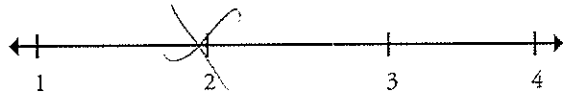
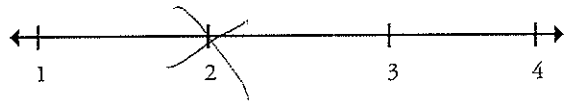
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] 1 Explanations may be supported by drawings or objects. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 2 – lesson 1	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instruction Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 12 – lesson 4	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instruction Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

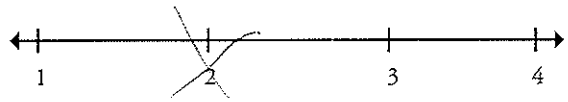
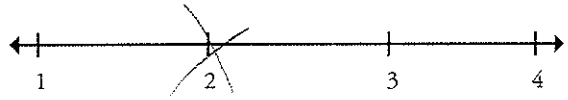
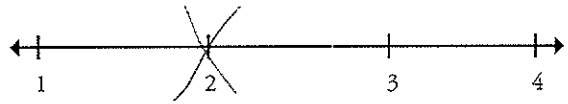
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** CCSS Lesson 4 pgs 1-1 to 1-2	Important Mathematical Ideas Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instruction Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

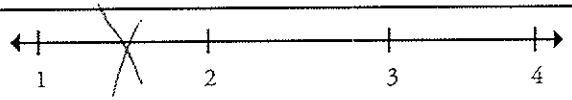
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 12 - lesson 4 + 6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** CCSS Lesson 5 pp 13+14	Important Mathematical Ideas Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Limited instruction Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

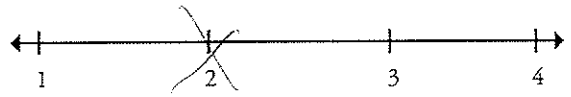
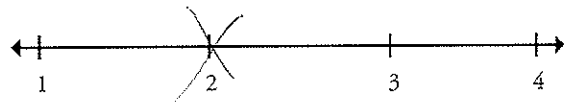
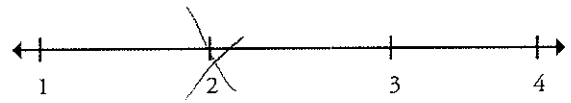
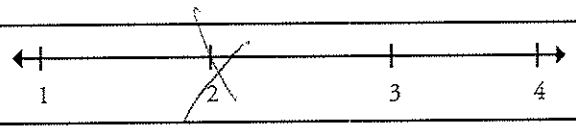
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Relate addition and subtraction to length.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** CCSS Lesson 6 pg. 15+16	Important Mathematical Ideas: 1 2 3 4 (X at 1) Skills and Procedures: 1 2 3 4 (X at 1) Mathematical Relationships: 1 2 3 4 (X at 1) **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instruction Overall Rating: 1 2 3 4 (X at 1)

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

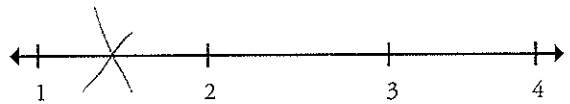
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Relate addition and subtraction to length.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Lesson 7 pp 17 – 20	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instruction Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

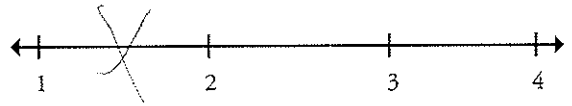
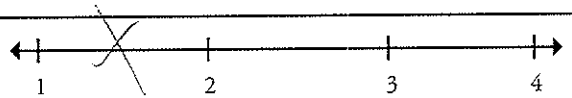
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Work with time and money.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 8 – lesson 6	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instruction + practice Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

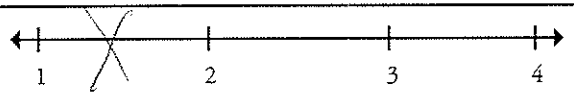
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Work with time and money.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** CCSS lessons	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instr + practice materials Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Represent and interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** CCSS lesson 9	Important Mathematical Ideas Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited materials available Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

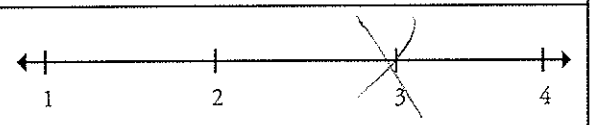
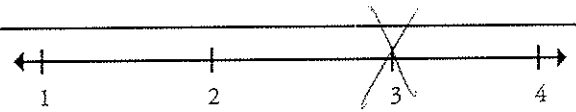
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Represent and interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[1] using information presented in a bar graph. 1 See Glossary, Table 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 4 pages 119–129	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

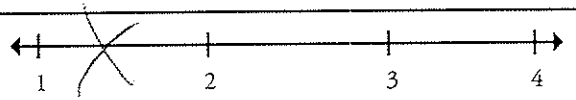
MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 1 Sizes are compared directly or visually, not compared by measuring. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 11 St. pages 345-357	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

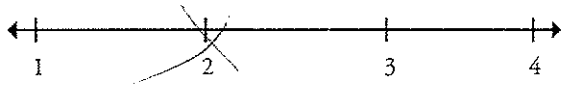
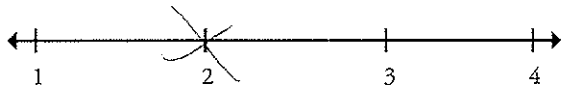
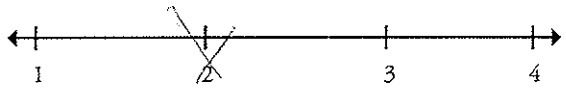
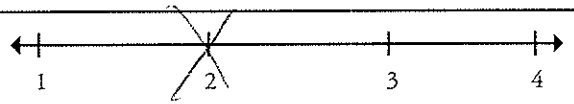
MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 12 - lesson 7	Important Mathematical Ideas Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited materials available Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Connects

MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 9 - lessons 1-3	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited materials Overall Rating 

Most concepts were covered but very traditional approaches

INDIANA'S EDUCATION ROUNDTABLE 2010

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Connects

Grade 2

a project of
The Charles A. Dana Center
at the University of Texas at Austin

Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Roundtable, The Indiana Department of Education,

and

The Charles A. Dana Center at The University of Texas at Austin

2010–2011

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

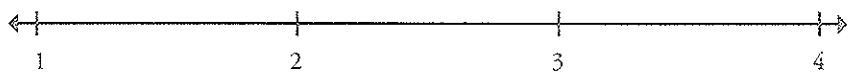
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

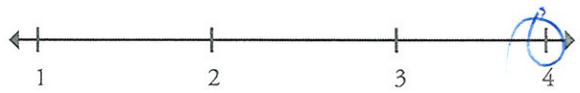
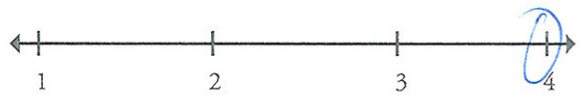
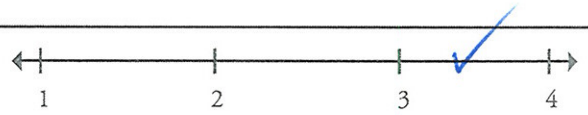
MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Represent and solve problems involving addition and subtraction.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1] 1 See Glossary, Table 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapts 5 & 6 Good sequence of understanding place value & how it relates to double digit addt & subt. Weak in Problem Solving	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** — Only one page in each unit for Problem Solving (6.4 subt. & 5.9 for addt) **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Add and subtract within 20.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.2 Fluently add and subtract within 20 using mental strategies.[1] By end of Grade 2, know from memory all sums of two one-digit numbers. 1 See standard 1.OA.6 for a list of mental strategies. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Good sequence of skills introduced for mental strategies.	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** problem solving & activities seem a bit weak. Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

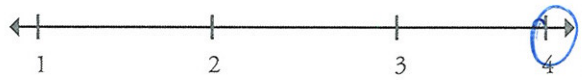
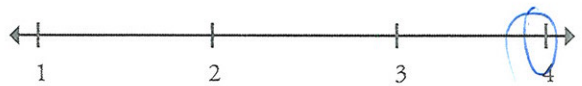
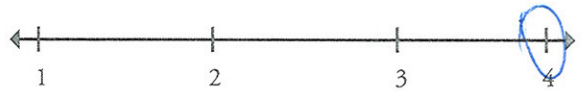
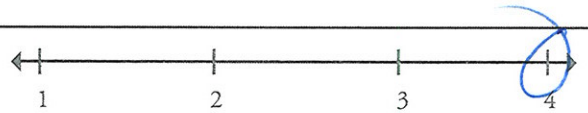
MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Work with equal groups of objects to gain foundations for multiplication.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. Had difficulty finding where #'s were paired – ~~Also~~ mostly skip counting By adding repetitions of #'s ie – 3+3+3=9 – was found in "Daily Routine Sections" **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch. 15-3	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

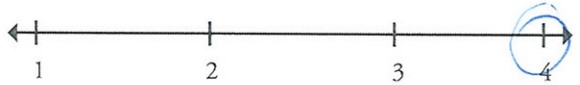
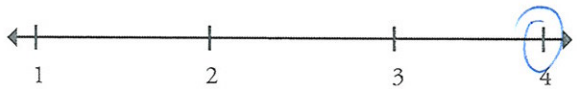
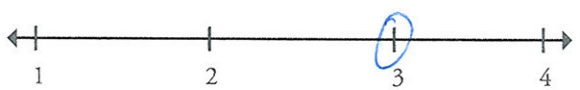
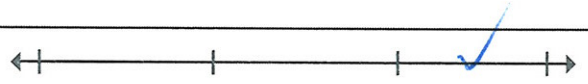
MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Work with equal groups of objects to gain foundations for multiplication.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 15-5 total focus was arrays	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.1a 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch 10 "Art" section measuring 100's Blocks together	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Don't feel Problem Solving is story. Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

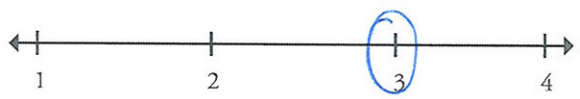
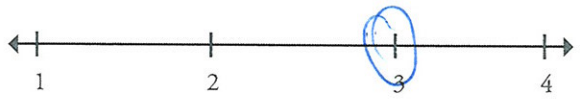
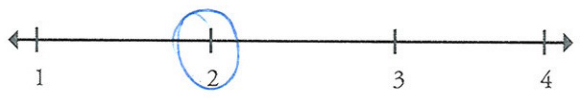
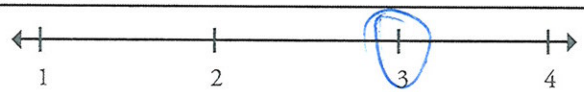
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.1b 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. Place Value is strong – ~~Ch 10~~ Ch 1 & 10 focus completely on place value. Chapts 2, 3, 5, 6 14, 15 also explore as related to add't, subt., mult. Division	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

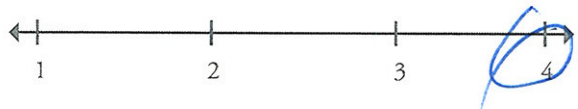
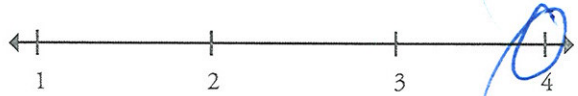
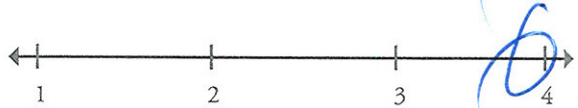
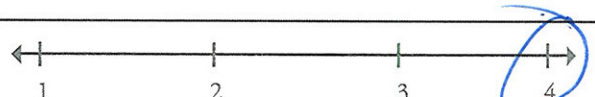
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. Ch 1.10 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 1-10 pg 43 Skip Counting patterns within 100 Block	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Seems a bit isolated from other ~~strategies~~ concepts. Introduced in ch. one then again in ch. 15 Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

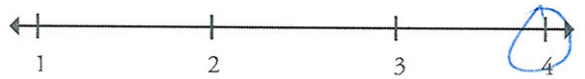
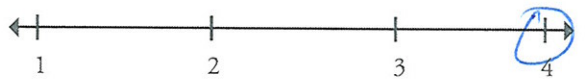
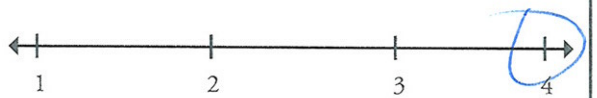
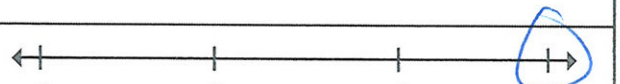
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Entire Chapt 10 focuses on these concepts	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

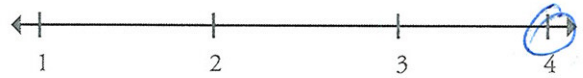
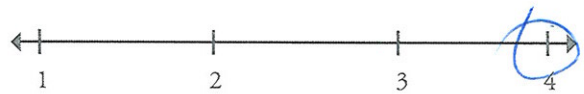
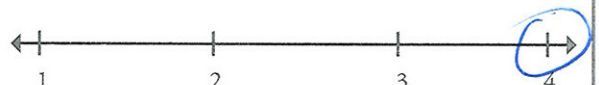
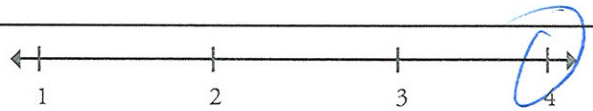
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 10-7 10-8 10-9	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

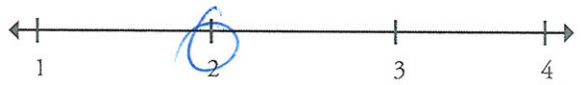
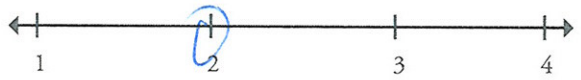
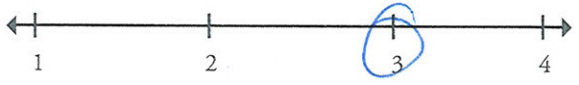
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Chapter 5 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 5-4 regrouping	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** up to 3 2digit #s - 5-8 pg. 165	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence** did not see any 4 digit strategies or problems **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 14-3 uses maps/grids	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 14-4 examples & activities are there but don't seem well developed for having the student develop his/her own understanding	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

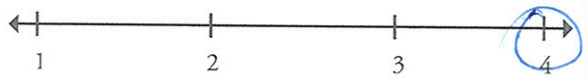
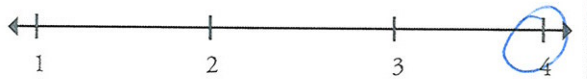
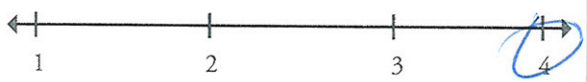
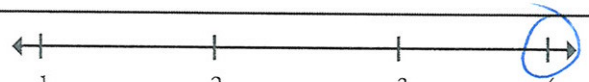
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] 1 Explanations may be supported by drawings or objects. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Several Chapters discuss place value as related to numbers, add't, sub'n. mult. & Division [illegible]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

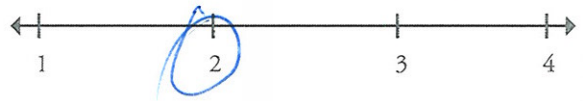
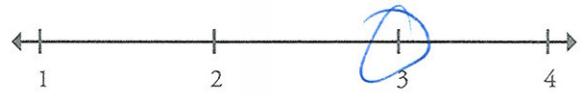
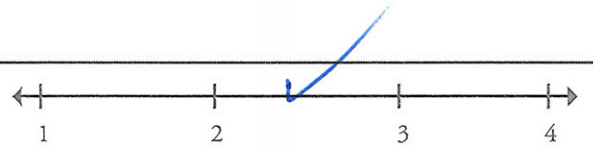
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch 12 Begins w/ non standard units for understanding then goes to inch, foot, yard, also centimeter	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

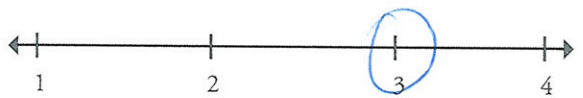
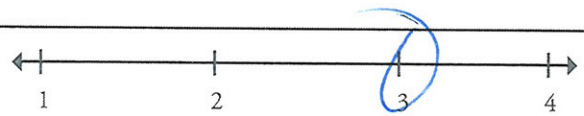
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Weak here – Does have students Estimate then measure but did not see comparison of multiple measurement tools	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

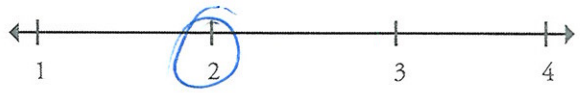
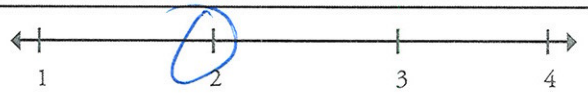
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 12 – 3	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

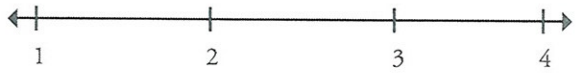
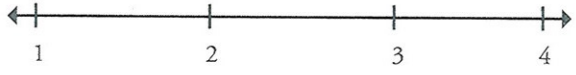
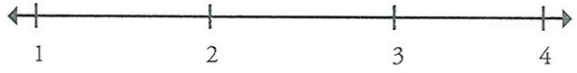
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapt 12 Does good job w/ Basic measurement but Did not see any comparisons Of measurent	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

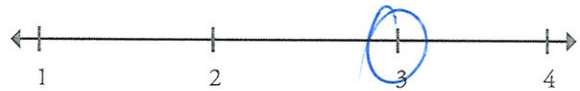
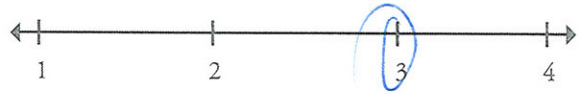
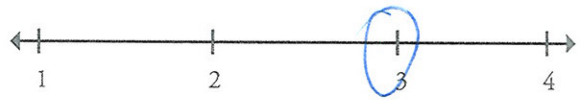
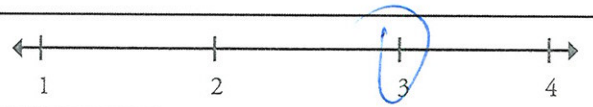
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Relate addition and subtraction to length.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 12-8 only one page in chapter	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

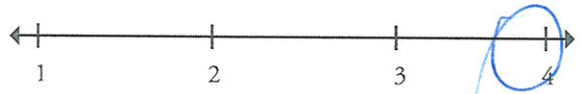
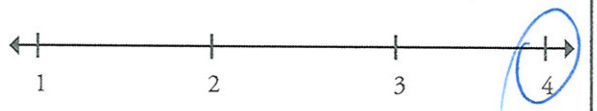
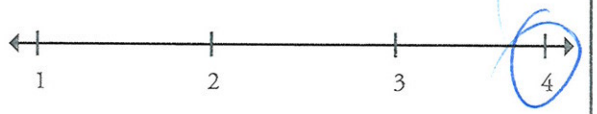
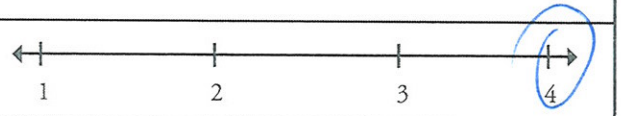
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Relate addition and subtraction to length.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 2-2 pg 58 5-2 pg 150 homework pg-	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

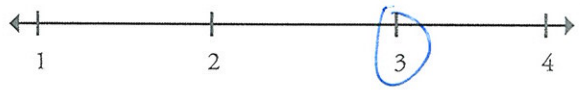
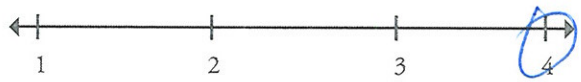
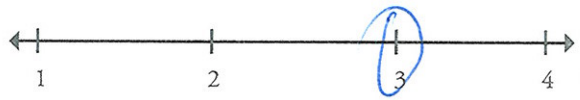
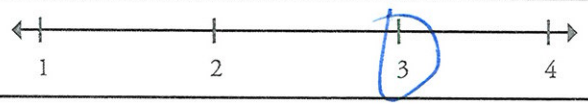
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Work with time and money.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

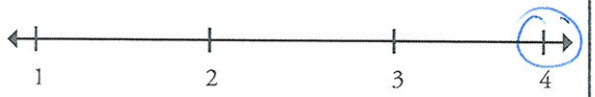
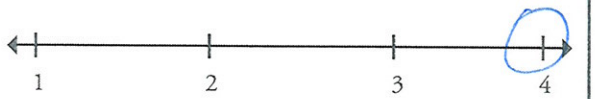
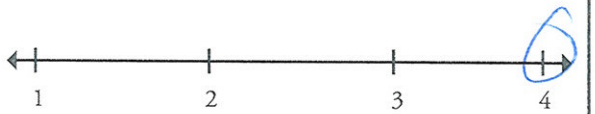
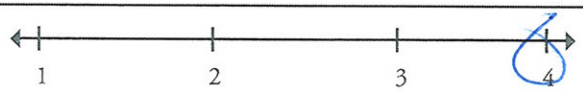
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Work with time and money.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch 7 is $1 Pg 217. (7-3) I liked how they made student write out their counting of $	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

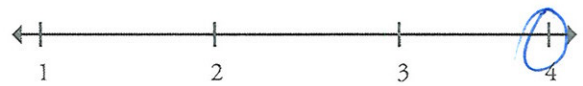
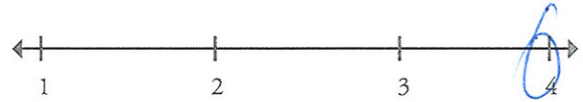
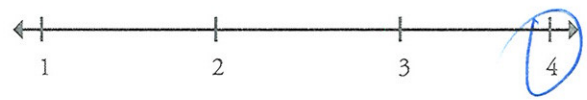
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Represent and interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch 4 Thorough chapter	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

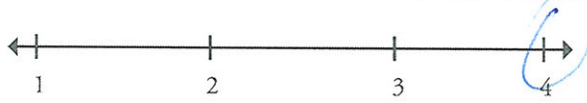
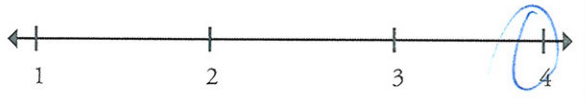
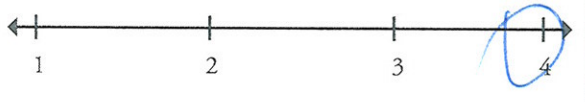
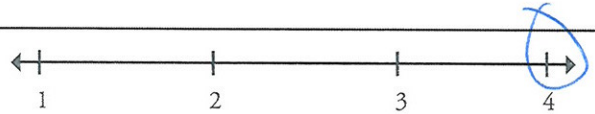
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Represent and interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[1] using information presented in a bar graph. 1 See Glossary, Table 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 4-6 pgs 129, 130 4-7	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

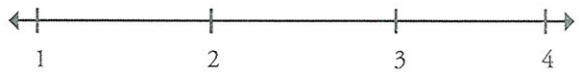
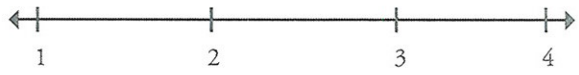
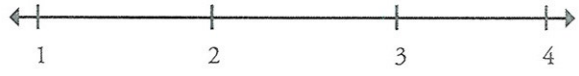
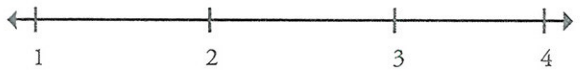
MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 1 Sizes are compared directly or visually, not compared by measuring. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-2 pg 347 all there But very traditional in approach	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

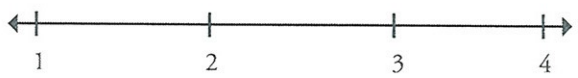
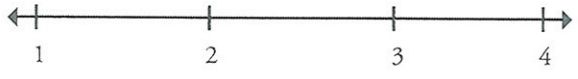
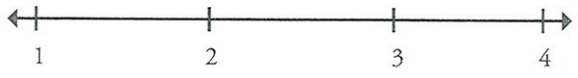
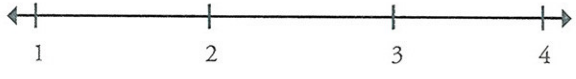
MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch. 9 fractions did not see a lot of varied shapes – mostly □'s.	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch 9	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating